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ABSTRACT

The report evaluates the effectiveness of Oklahoma's vocational programs, services, and activities for 1975. It includes a list of the 25 members of the Advisory Council, a summary of the status of current progr..., the year's evaluation and recommendations, commendations, and a digest of comments made at regional meetings with school administrators. The evaluation discusses State goals and priorities and the effectiveness with which people and their needs were served. Each of the recommendations is followed by the reaction of the State Department of Vocational and Technical Education; these replies indicate agreement and/or summarize what has been done or might be done in the specific areas mentioned. Appended is a list of activities funded for 1976 under the Education Professions Development Act. (RG)

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SEVENTH ANNUAL REPORT
OKLAHOMA ADVISORY COUNCIL
On
VOCATIONAL EDUCATION

December 1, 1975

This report was compiled by the Oklahoma Advisory Council on Vocational Education to fill a requirement of Public Law 90-576. Activities of the Council are funded by grant number 2001302 from the U. S. Office of Education, Department of Health, Education and Welfare, under PL 90-576. Federal Catalog Number 13.500.

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on
Vocational Education
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VT102782

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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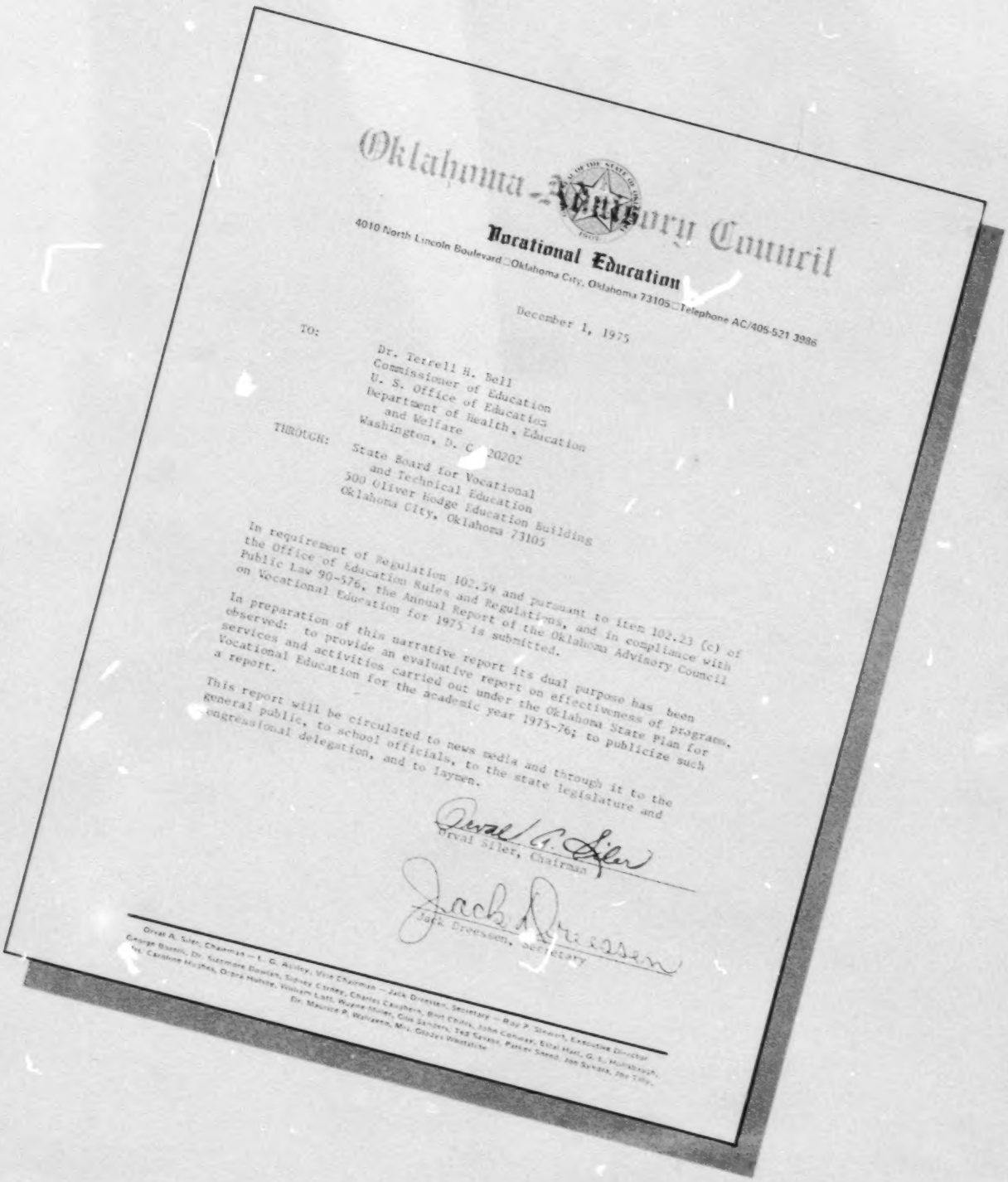

Oklahoma Advisory Council
Vocational Education
4010 North Lincoln Boulevard □ Oklahoma City, Oklahoma 73105 □ Telephone AC/405-521 3936

December 1, 1975

TO:

Dr. Terrell H. Bell
Commissioner of Education
U. S. Office of Education
Department of Health, Education
and Welfare
Washington, D. C. 20202

THROUGH:

State Board for Vocational
and Technical Education
500 Oliver Hodge Education Building
Oklahoma City, Oklahoma 73105

In requirement of Regulation 102.59 and pursuant to item 102.23 (c) of the Office of Education Rules and Regulations, and in compliance with Public Law 90-576, the Annual Report of the Oklahoma Advisory Council on Vocational Education for 1975 is submitted.

In preparation of this narrative report its dual purpose has been observed: to provide an evaluative report on effectiveness of programs, services and activities carried out under the Oklahoma State Plan for Vocational Education for the academic year 1975-76; to publicize such a report.

This report will be circulated to news media and through it to the general public, to school officials, to the state legislature and congressional delegation, and to laymen.

Orval Siler, Chairman

Jack Dreessen, Secretary

Orval A. Siler, Chairman — L. G. Ainsley, Vice Chairman — Jack Dreessen, Secretary — Rod P. Simonds, Executive Director
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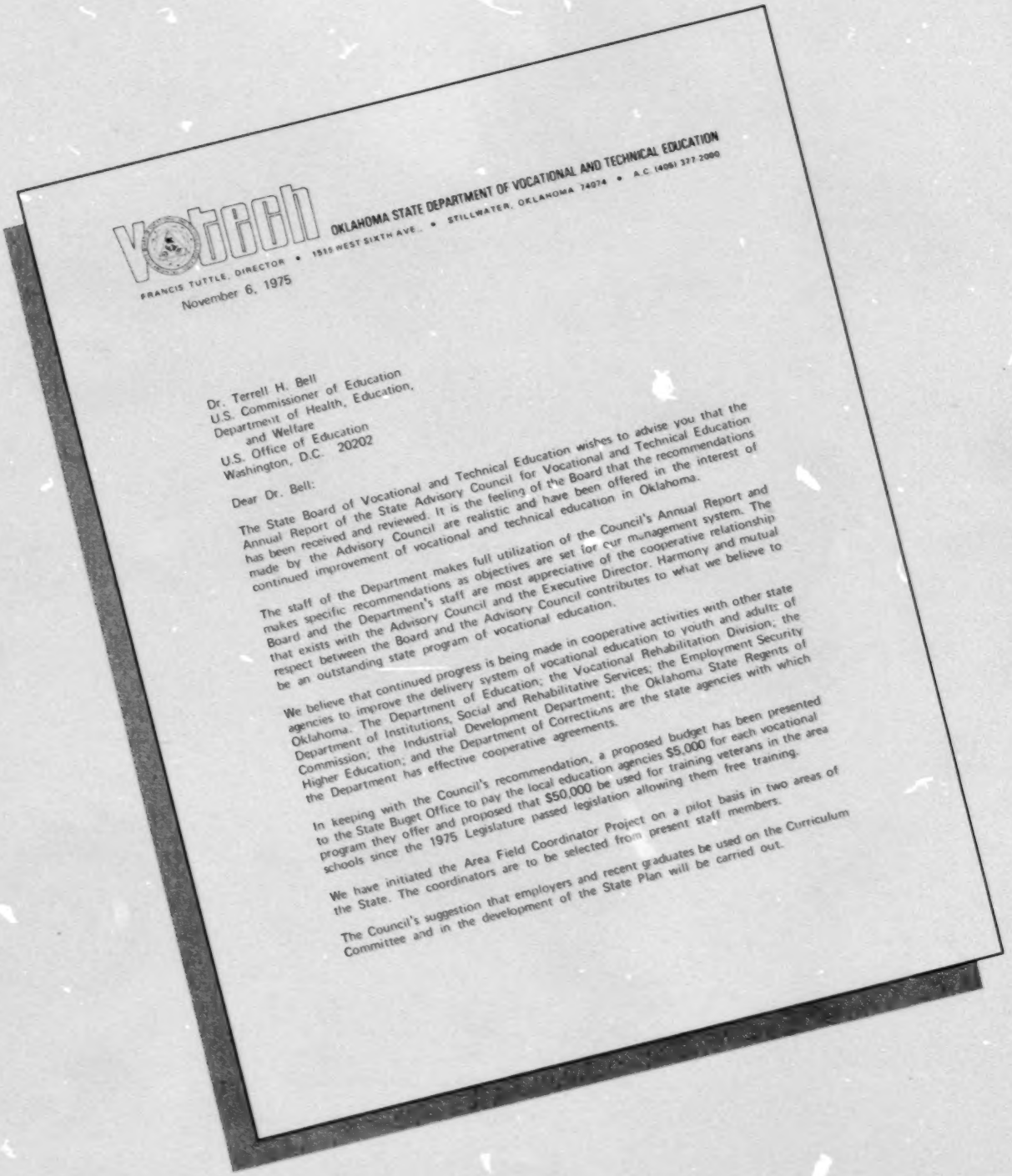

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE. • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

November 6, 1975

Dr. Terrell H. Bell
U.S. Commissioner of Education
Department of Health, Education,
and Welfare
U.S. Office of Education
Washington, D.C. 20202

Dear Dr. Bell:

The State Board of Vocational and Technical Education wishes to advise you that the Annual Report of the State Advisory Council for Vocational and Technical Education has been received and reviewed. It is the feeling of the Board that the recommendations made by the Advisory Council are realistic and have been offered in the interest of continued improvement of vocational and technical education in Oklahoma.

The staff of the Department makes full utilization of the Council's Annual Report and makes specific recommendations as objectives are set for our management system. The Board and the Department's staff are most appreciative of the cooperative relationship that exists with the Advisory Council and the Executive Director. Harmony and mutual respect between the Board and the Advisory Council contributes to what we believe to be an outstanding state program of vocational education.

We believe that continued progress is being made in cooperative activities with other state agencies to improve the delivery system of vocational education to youth and adults of Oklahoma. The Department of Vocational Rehabilitation Division; the Department of Institutions, Social and Rehabilitative Services; the Employment Security Commission; the Industrial Development Department; the Oklahoma State Regents of Higher Education; and the Department of Corrections are the state agencies with which the Department has effective cooperative agreements.

In keeping with the Council's recommendation, a proposed budget has been presented to the State Buget Office to pay the local education agencies $5,000 for each vocational program they offer and proposed that $50,000 be used for training veterans in the area schools since the 1975 Legislature passed legislation allowing them free training.

We have initiated the Area Field Coordinator Project on a pilot basis in two areas of the State. The coordinators are to be selected from present staff members.

The Council's suggestion that employers and recent graduates be used on the Curriculum Committee and in the development of the State Plan will be carried out.

We think the other recommendations are realistic but will need further study, which we will do. They are: equipment money for new programs, reimbursement of half-time programs, greater use of school facilities on a trimester basis, serving schools that are isolated or cannot annex to an area school, and encourage HEW to be more realistic in the amount of money work study students may receive.

With the advice and counsel of the State Advisory Council, a dedicated Board and staff of qualified and enthusiastic vocational teachers, vocational training needs of Oklahoma schools will be effectively served.

Sincerely,

Francis Tuttle

Francis Tuttle, State Director
Vocational and Technical Education

FT/XCU-01/10

OKLAHOMA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Under 1968 Amendments to the Vocational-Education Act, the Congress decreed that a National Advisory Council for the U. S. Office of Education would be appointed by the President, represented by persons in 12 specified areas of experience or expertise, and the public. Similar councilors were to be appointed by governors for states to receive federal funds for vocational education. The U. S. Commissioner of Education accepts or rejects the governors' certification of members.

Under PL 90-576, the councils are federally funded, with the allocation deposited in the state treasury and disbursed in the manner prescribed for state funds. The council's role is to evaluate the state's programs of vocational education, to make recommendations affecting them to the State Board, to assist in development of the State Plan for Vocational-Technical Education, and report council findings to the U. S. Office of Education, through the State Board, which may append any remarks it cares to make but cannot amend the report. Similar responsibility is mandated on post secondary occupational education under recent authorization in the Education Amendments of 1972 (PL 92-318).

The councils, under the law, choose their own officers, decide on their bylaws, employ their professional staff, and may make contracts for research or other studies needed for their evaluative and advisory roles.

The Oklahoma Advisory Council is a part of the executive branch of the state government. Of the present 25 members, six were appointed and four re-appointed by Governor David Boren. The other members are holdovers. Nominally terms of members are for three years with about one-third of the terms expiring annually. Of the total members, 12 are educators and 13 are laymen. A list of members and their business addresses follows:

NAME	ADDRESS	CATEGORY REPRESENTED
L. G. Ashley Superintendent	Boley Schools Boley 74829	Knowledge of Disadvantaged
George Borelli	119 West Wyatt Kingfisher 73750	General Public
Dr. Sizemore Bowlan Director School-Community Relations	Oklahoma City Public Schools 900 North Klein Oklahoma City 73106	School systems with large concentrations of academically, socially, economically and culturally disadvantaged students
Sidney Carney	702 Tottingham Anadarko 73005	Manpower and Vocational Education agencies
Charles Caughern Superintendent	Battiest Public Schools Battiest 74722	Knowledge of Disadvantaged
Bert A. Chiles	State Highway Safety Program 1118 United Founders Tower Oklahoma City 73112	General Public
John A. Conway	Tulsa Public Schools 10812 East 26th Street Tulsa 74129	Knowledge of Disadvantaged
Jack Dreessen	Oklahoma Industrial Dev. 500 Will Rogers Building Oklahoma City 73105	General Public
Estal Hart Director Industrial Division	Oklahoma Industrial Dev. 500 Will Rogers Building Oklahoma City 73105	State Industrial Development
G. L. Hollabaugh Retired Educator	208 East Commercial Broken Arrow 74012	Vocational programs in secondary schools

Mrs. Caroline Hughes Member Dist. 3 School Board and National Advisory Council	1000 South Howerton Cushing 74023	Local School Boards
Orbra Hulsey Superintendent	Caddo-Kiowa Area School P. O. Box 146 Ft. Cobb 73038	Area Vocational Schools
William F. Lott Past President State School Board Assn.	5705 North Florida Oklahoma City 73118	Local School Boards
Wayne Miller Director	Oklahoma State Tech Okmulgee 74447	Community and Junior Colleges
Dr. Alfred Philips President	Tulsa Junior College 909 South Boston Tulsa 74119	Community and Junior Colleges
Dr. W. Edward Rolison Instructor	Southwestern State Univ. 507 Oak Drive Weatherford 73096	Community and Junior Colleges
Otis Sanders Public Relations	Panhandle University Goodwell 73939	Local Administration
Ted Savage Manager	Chamber of Commerce P. O. Box 248 Ada 74820	Special knowledge of vocational education but not involved in administration
Orval A. Siler Labor Consultant	Continental Oil Company 420 North Eighth Street Ponca City 74601	Problems of management and labor
H. Parker "Whitey" Sneed Manager	Sheet Metal Workers Union 124 1404 N.W. First Street Oklahoma City 73106	Problems of management and labor
Joe Sykora Manager	Sykora's Furniture 517 West Main Stroud 74079	General Public
Joe Tilly Manager	Joe Tilly Real Estate 501 South Sunnylane Oklahoma City 73115	General Public
Dr. Maurice Walraven Director Special Education	State Department of Education 4545 Lincoln Blvd. Oklahoma City 73105	Special Education, physically and mentally handicapped persons
Mrs. Gladys Whetstine Business & Office Education Supervisor	Tulsa Public Schools 3407 South Yorktown Tulsa 74105	Vocational programs in secondary schools
Mrs. Mary Margaret Wick Member Tulsa Vo-Tech Board	Wick Personnel, Inc. 5416 South Yale Tulsa 74135	Local School Boards

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Ted Savage

WHAT IT'S ALL ABOUT

The Oklahoma Advisory Council on Vocational Education is supportive of all types of education. At the same time it realizes that some old concepts have undergone the inevitability of change.

Only two jobs of every ten available in Oklahoma require a baccalaureate degree. By 1980 the number of vocationally trained people must be almost double that of 1975 to meet demands for skilled workers. The field of occupations is most varied and many of them are highly remunerative. At least one-fifth of all jobs available five years from now do not even exist today. A great part of vocational programs, especially in the urban centers where the majority of our population lives, are for "emerging occupations."

There are about 129,000 persons presently receiving occupational training at the secondary level, primarily at entry skills, or adults improving their skill or learning a new one. The 27 area school campuses in 1974-75 had 287 programs with an enrollment of 9,688 at the high school level. There were 22 full time adult programs with 897 persons while total number of adults in secondary level programs was 1,017. There are 24,676 persons getting occupational training at the post secondary level. Some 800 adults are being trained at skill centers in Oklahoma City, Tulsa, Tahlequah and Sulphur. Vocational education has responsibility, also, for inmate training at the six state penal institutions and pre-release centers. Graduates of those programs have a recidivism rate of 10 percent—or less—compared to a rate above 30 percent for paroled or terminal sentence inmates.

At the public institutional post secondary level, there are occupational programs at 27 schools, 14 of them in community and/or junior colleges, three in technical institutes and 10 in four year institutions. They had a total of 380 programs in contrast to 357 programs last year. There were 11,436 full time equivalent students enrolled in these programs, according to the Oklahoma State Regents for Higher Education.

Budget for the programs was $16,681,842, of which $950,775 is funneled through the regents from the State Board of Vocational and Technical Education, slightly over the mandatory 15 percent set aside provision of the 1968 amendments. Individual school funds are allocated by the regents.

Pending are requests for 34 additional programs at 12 of the schools, with a projected enrollment of 630 persons. Fifteen of these would be certificate programs while 25 could lead to an associate degree. Estimated cost was $819,430, with funding in doubt as approved programs exceeded apparent funds by $389,315, according to the regents report.

Proprietary schools offering occupational training had 184 programs, enrolling 5,755 students, of whom 3,171 completed courses, 669 dropped out before completion to accept a job in the field in which they were training or in a related field, while 1,915 quit the courses for various reasons.

Proprietary school programs included aviation related, with 52 programs, 1,531 enrollment with 1,111 graduating, and two leaving for jobs prior to completion; 60 cosmetology programs with 1,376

enrollees, of whom 490 graduated and 198 left for jobs; 48 business and office type programs with 1,438 enrolled, 767 graduating and 296 leaving for related jobs; 20 health occupations programs with 806 enrolled, 571 graduating and 101 leaving for immediate employment; a miscellaneous group including real estate, barbers, meat cutters, etc., with 604 enrolled, 232 graduating from courses, and 72 who quit for jobs prior to course completion.

For training in the skills, schools must be able to compete with industry for journeymen to be instructors. Comparable rates of pay make it difficult at times to secure qualified instructors who have a liking for, and an ability to teach others, yet possess skills for a practical world. A handicap has been lessened in Oklahoma by a compromise that makes a former requirement that non-degree instructors must work toward a degree, less irksome to potential instructors from industry and the trades.

More cooperation between vocational training and industry is needed. There have been excellent results between the Special Schools division of the Oklahoma Vocational-Technical Education department and industry, in particular for incoming new plants, and expansions. This has proven an attraction to industries seeking new locations.

Area vocatonal-technical schools and many programs in comprehensive high schools need to secure more volunteers from industry as resource persons, in both classroom and laboratory, for they are more attuned to industry's demands. Through industrial and craft advisory committees a major and successful attempt is made by the state department's curriculum department to keep teaching practices current with the work-a-day world.

Local advisory committees for all occupational training programs are needed urgently. Creation and use of such committees has been a Council recommendation and is supported by the State Department. Less than 60 percent of all local programs have such committees, the formation of which are a local responsibility, with their value depending upon genuine participation. School personnel should be ex-officio members of such committees only. The committees, in turn, should not concern themselves with school administration. That is a school board function.

There are many areas of advice and support where advisory committees can be most helpful. Employers of the vocational product should always be represented on an advisory committee. So should students involved in the process upon whom judgment of the product will be made. Guidance and counseling personnel also could use help of employers in an advisory capacity, in addition to the aid given program instructors.

There is a growing awareness among citizens who support all education that old patterns are changing. Academic education, of itself, no longer is a sole requirement for employment. Attitudes also are changing. Many young people who leave school before graduation, either from high school or college, are classed as "dropouts" when in reality many of them are "pushouts." They are not challenged. Many of them find no relevance between routine education and reality, yet they have intelligence and capability of performance if allowed to exercise a freedom of option.

THE YEAR UNDER REVIEW

I. States goals and priorities.

1. Within constraints of funding, goals and priorities were valid and appropriate. They reflected some expansion.
   - **a.** Student needs drew first recognition for training, indicated by labor supply and demand factors derived from the Occupational Training Information System. (OTIS).
   - **b.** Priority of program funding was balanced by attention to all population groups, for persons of all ages entering or in the labor market; disadvantaged and handicapped; in counties designated depressed; in communities with high dropout rates; in areas of low family income.
   - **c.** All manpower training agencies were considered by OTIS in discerning supply-demand factors.
2. The State Plan described activities to be done, personnel to be required, and funding needed to accomplish its objectives.
3. Goals were perhaps a bit optimistic but on balance results were good. Some were exceeded—a few did not quite make it. Best improvement over the previous year was in redirection of some agriculture programs to agri-business; in cooperative programs; in gainful home economics; in health occupations and in post-secondary enrollments. The overall enrollment increase was in excess of 20,000 persons.

II. Effectiveness with which people and their needs were served.

1. Planning data was available through OTIS and by departmental research. Employer needs were included. Industrial advisory committees assisted in curriculum development for craft training.

2. Training opportunities are coordinated so far as possible with the State Employment Service, Skill Centers, residential and technical training centers, area schools and post secondary institutions.

3. Coordination between secondary and adult training is adequate. Post secondary training leading to an associate degree level is the responsibility of the State Regents for Higher Education under state law, which creates some difficulty in coordination between secondary and post secondary education.

4. Educational institutions vary in graduate placement. OSU's School of Technical Training at Okmulgee has definite placement programs; area schools do a fair job of placement through their industrial coordinators; secondary instructors are effective in placement but that level has no specific placement personnel assigned.

5. Vocational education in Oklahoma has a major role in total manpower development. This includes secondary programs; aid on post-secondary programs; operation of four skill centers; a special schools capability for training people for new or expanded industry which since 1968 has trained 15,500 persons for 174 firms in 85 communities; inmate training in five penal installations; operating a training school for firemen; training city clerks and city treasurers; operating schools for real estate and marketing technology and handling training for the "balance of state" under CETA for the governor's office.

6. Area schools and comprehensive high schools for secondary students and adults are within reasonable distance of approximately 90 percent of the state's population; post secondary programs in 14 junior and/or community colleges are proliferated over the state while six four year universities offer some technical courses; adult evening classes are offered in high schools. There are from one to five programs in 435 high schools. There are some geographic areas in the state where high school programs might be offered for 10 percent of the student population that does not have access to an area school.

7. A pilot career education program involves the Sand Springs city system; Tulsa county schools have a multi-district career education program underway. Little concerted effort has been made statewide for other elementary and middle school pupils.

8. A graduate student followup of persons employed involving 424 returns had an 87 percent favorable response regarding quality of training.

9. Enrollment projections were 117,761 for regular secondary programs, which included 28,334 in home economics, useful; 2,126 pre-vocational group guidance and 46,762 in industrial arts. Post secondary was 24,676 and adult, 50,353 with the latter figure including 3,946 volunteer firemen. These are unduplicated figures.

   Possible duplication exists in figures of 3,069 disadvantaged, 5,234 handicapped, 2,400 in cooperative education (Part G), 384 in work-study, 16,689 in exemplary programs and 1,280 in cooperative education (Part B), all at the secondary level. There were 104 persons at the post-secondary level in disadvantaged and cooperative programs. At the adult level there were 1,932 persons in the disadvantaged category, 201 in handicapped, 698 in exemplary programs, some of whom where enumerated in regular instructional programs.

   The unduplicated total of persons served was 192,790, before deletion of 46,762 in industrial arts, not directly under vocational education, for a net tally of 146,028.

III. Recommendations of the State Advisory Council and Reactions of the State Department of Vocational and Technical Education

1. Recommendation on funding of programs: That a funding procedure should be developed for secondary programs based more upon community and area needs, with consideration of supply-demand job factors, than on instructor reimbursement only; this should be applicable also to redirection of certain traditional programs where factors above are evident.

   Reaction: The Planning Unit is currently in the process of developing alternative funding procedures to be recommended for consideration. This process has involved surveying the procedures used by other states in funding local programs. One alternative approach being developed is based on the community or school need. It will be in the form of a basic grant to a local education agency with built-in auditing factors to insure the proper use of funds.

2. Recommendation on teachers and teacher training: That in-service training should be improved to make it more meaningful and available to teachers, with more balance in consideration of their needs than convenience of the offering institution; that appropriate credit be given for this training; that equivalency credit be given for on-job training.

Reaction: a. The answer to this recommendation possibly is a lack of communication since each occupational area surveys needs of teachers and sets up priorities for program offerings based on the number of requests. Some courses are offered for professional improvement only and given full credit for certificate renewal. An example is animal reproduction and health care offered by Vocational Agriculture under a certified inseminator and veterinarians capable of teaching this type of skill training. This has become so popular that area schools are now offering this as an adult education program in addition to in-service education for agriculture teachers.

b. In checking with the state supervisors on April 17, this was the information they supplied. In most cases teacher committees were used to determine which courses will be recommended for in-service training.

c. Institutions offering teacher training for vocational and technical education have been most cooperative in redirecting their programs to meet these special needs. This is evidenced by the institutions offering one hour of credit for those who attend the five-day vocational education conference workshop.

3. Recommendation on program availability: That due to increasing discussion about individual career choice, less rigidity in the time frame (except perhaps for the senior year) would provide a student with better choice of options through exposure to more vocational possibilities.

   Reaction: We agree with the statement. More than one career option will provide some measure of flexibility that will allow a worker to adjust to the everchanging job market. It also will provide a broader base of information for the individual's career decisions.

4. Recommendation on quality of training: That the department proceed with such a study (Follow-up to the student survey made for supplement V of Cycle Three, OTIS, 1971). Further, that proper use of findings be made by the Department, its divisions and local school districts in relation to instructional quality.

   Reaction: Data gathered from a sample of 1973 Vo-Tech graduates gives information on additional training received since graduation, present employment, employer's name and address, the student's evaluation of his vocational-technical curriculum, training, facilities, equipment, instruction, and school services. We have mailed employer questionnaires to employers hiring students working in the area in which they have been trained.

5. Recommendation on prevocational and career education: Value of exploratory or prevocational programs appears unquestioned. Needed is support for the concept, and resources, from the legislature and local districts.

   Reaction: We believe that support for exploratory or prevocational programs is certainly desirable. Exploratory experiences would help students understand themselves in relation to education and occupational alternatives including the occupational outlook available. We believe that exploratory programs will provide visibility to vocational and technical occupations that will provide good financial rewards and satisfying work.

6. Recommendation on demand areas and enrollment: The percentage enrolled in the seven lowest demand areas is not alarming. A student follow-up indicates that placement in these areas is good. Enrollment in the highest demand areas is of concern. Almost 80 percent of the total vocational enrollment is spread over skill areas of average to marginal demand. More attention by guidance and counseling personnel and instructors in the specified areas should be created. There is a companion need for more orientation on employment requirements and opportunities at an earlier level for the high demand categories. Students cannot be—and should not be—forced into any program but they are entitled to facts about potential careers—rewards and preparation.

   Reaction: a. We recommend programs in the highest demand areas in priority of the demand. Each year more programs are approved for funding than are implemented by the local educational agency. This is due to the availability of qualified teachers, the start-up cost in some cases, and the lack of student interest.

   b. It is true that a high percentage of the enrollment is in the areas of average to marginal demand. Programs have been implemented in these areas to meet the demand that has occured over the past years. We strive to maintain programs in these areas and recommend redesigning these programs to meet emerging occupations.

   c. Each local educational agency is supplied with a copy of the Occupational Information Training System (OTIS) in order to inform it of the current needs for training in

the occupational areas, with a request to the administrator to discuss this with the counselor.

d. Three hundred and twenty-two local educational agencies have a deck of Vital Information for Education and Work (VIEW). There also are three mobil units aiding such career orientation in seven counties of southeast Oklahoma. It is estimated that "VIEW" decks are available to 95 percent of the state student population.

7. The Council desires again to place emphasis on the use of local advisory committees in planning, monitoring, and evaluating local programs.

Reaction: The supervisory staff in the occupational areas and in area vocational-technical schools have conducted organized informal programs with teachers on the value of local advisory committees. The brochures on local advisory committees supplied by the State Advisory Council have been distributed to all occupational areas and were mailed to teachers in each respective division. April 15, during the staff meeting of supervisors and heads of divisions, local advisory committees were discussed in detail and each division reported on the status of local advisory committees. The Division of Home Economics leads with the percentage of local advisory committees organized. In all cases advisory committees were utilized at least on an informal basis. In some cases school administrators have a policy against using advisory committees in their local programs. The total staff in occupational education agrees that local advisory committees are important in conducting programs of high quality. All divisions have an organized state advisory council for their occupational area.

8. The Council again requests that the respective Education and Appropriation Committees of the Legislature amend state law to permit funds to be carried over from one school year to the next, to provide a depreciation fund for replacement of worn out vocational equipment.

Reaction: a. Presently, local schools can carry funds from one year to the next. We see no need for permission to carry over funds. From the state level, if we have funds left over, we spend them for equipment. The real problem: there are not enough funds for equipment. We need to have more help to exert greater efforts in competing for the legislative dollar. Within the next several months, we will have greater capabilities in determining what annual state needs for Vo-Tech replacement equipment amount to in dollars. In essence this would be classified as depreciation.

b. With the multitude of needs the legislature is handed each year, "funding depreciation" would not be the best terminology. "Replacement equipment" would not earn a very high priority. "Equipment needed to train unemployed persons and students for employment" might be the line item request that would receive the most attention.

c. At the local level, funding depreciation is only part of the answer because most programs aren't fully equipped and inflation is playing havoc with certain entities that now "fund depreciation." The average citizen (taxpayer or school patron) doesn't understand the practical processes such as "funding depreciation" or "accumulating funds for equipment."

9. Since the Board of Regents for Higher Education has responsibility for post secondary vocational and technical training, the Council recommends to that Board that it continue Vocational Youth Clubs (FFA, PBL, DECA, and VICA) where they exist, and to encourage and support others. The value to students in auxiliary benefits such as leadership training, public speaking and educational interest enhancement through competitive skill events, is most beneficial.

Reaction: We recommended that the State Regents for Higher Education continue sponsoring and supporting vocational youth clubs in all of the junior colleges where the programs were established and to establish additional programs for youth clubs where needed. Letters from the Chancellor have been sent on two occasions to presidents of state colleges where youth clubs were organized, asking the presidents to request assistance from the State Department of Vocational and Technical Education if they desire aid for vocational youth clubs that are in operation. Response to the Chancellor's letters was very limited. We will continue emphasizing the need for vocational youth clubs in connection with post secondary programs; however, it is the responsibility of the regents to carry out these programs.

10. The Council recommends that the Department prepare long range plans for CVE programs, in that PL 90-576 provides 100 percent support for high density areas and areas of high youth unemployment and dropouts. Why has the State Department used 100 percent the first year, 75 percent the second year, 50 percent the third year, then phased into regular programs?

Reaction: This recommendation evolved because CVE programs have been reduced from 100 percent to 25 percent in three years. In FY '75 the funding will be $1,250 annually for the instructor and $3,000 for equipment for new programs. We could fund from Part G funds at any level as far as can be determined by reading PL 90-576. The reduction is made in order to add new programs. This policy is now being studied.

11. The Council recommends to the legislature that HB No. 1541 (O.S. Supp. 1972 effective Oct. 1, 1972) requiring school administrators, public and private, to report dropouts on secondary and post secondary levels to the Department of Vocational and Technical Education, be amended to include some form of penalty for non-compliance with the law.

Reaction: a. House Bill No. 1541 has put into action a program by the State Department to attempt to bring dropout students back into training programs. We are dependent upon administrators to report names of dropouts to us. Most schools have cooperated in an excellent manner. We feel that we are receiving a majority of the names of dropouts. To April 15, 1974, we received names of more than 10,000 students who left school during this school year. This exceeds 3,000 high school students, approximately 6,500 senior college students, and about 1,500 junior college students. The reporting situation is as follows:

74 High Schools have not reported. Approximately 80% of these are rural schools.

With the exception of one, all state-owned universities and colleges are reporting.

2 Community Jr. Colleges have not reported.

3 Independent Sr. Colleges have not reported.

3 Independent Jr. Colleges have not reported.

Approximately 50% of the high schools that have reported their dropouts do so on a regular basis. The other half have only sent in one to three reports since the beginning of the 73-74 school term. Each senior college and university reporting does so on a regular basis. A few of the junior colleges have only reported one or two times during the school term.

b. The State Department does not feel it is in a position to bring any pressure on these schools. We have contacted them repeatedly explaining this system and have requested their cooperation. Additional leverage for further influencing them to report would, we feel, need to come from another source.

12. The Council recommends to the State Board that, because the Board is a party to contracts for construction of area schools through its disbursement of federal and state funds, it take a more active and—if necessary—an adversary role with area school boards under appropriate laws and regulations, on exercising its full authority and control in letting of such construction contracts to the lowest qualified bidder.

Reaction: a. After a legal period of advertising for bids, the procedure in letting contracts for construction of area vocational-technical schools, regardless of the source of funds, local, state, federal or any combination of such, is to the construction company submitting the lowest and best bid. When the architect prepares specification for alternate bids there may be add on or deducts. The number of days to be used in the construction of the project may be considered in determining bid acceptance. Normally the area board of education has 30 days after bids are read to accept or reject any bids.

b. To our knowledge, only one area board of education did not take the lowest bid, but the one which the board considered the best because the time of construction offered was less. This acceptance was contrary to the advice of the State Coordinator of Area Vocational-Technical Schools.

13. The Council recommends that the Department devise some form of recognition for successful course completers that has more intrinsic value than a certificate of completion. (A previous recommendation concerning a proficiency rating card might be considered in relation to this.)

Reaction: A proficiency rating card might be possible; however, unless a standardized testing system is devised it would be impossible for instructors at different locations to rate their graduates with any hope of common grading. Possibly a proficiency test in some areas with a simple "yes" or "no" regarding passing or failure would be simplest. Some problems might arise in regard to union regulations if we attempt to rate our graduates.

b. As always the whole process hinges back on the local instructor. If local employers have confidence in the instructor his recommendation would be sufficient.

c. We believe a certificate of completion is probably of more value than a rating card on which the individual may have been rated low. It is our thinking that the certificate of completion is sufficient recognition at this time.

14. The Council recommends that a broader base of training is more adaptable for use in expanded or refresher skills.

Reaction: We believe the student trainee should complete his training program as an advanced learner with a broad basic knowledge of his trade suitable for job placement. After placement, refresher or expanded skills at the specialist level update and upgrade (him) toward a broader base of training.

RECOMMENDATIONS

1. The Council recommends that through a coordination of effort between the State Department of Vocational-Technical Education, the State Department of Education, their respective boards, the education and appropriations committees of the legislature, some upward adjustments be made in funds for secondary vocational programs where the greatest need exists. They need help in retention and in orientation to assist in career choice options. Possibilities and alternatives include:

a. The present $2 500 state allowance for vocational programs is not realistic in the face of constantly rising costs. There should be at least 50 percent increase for maintenance of programs where local districts comply with the "maintenance of effort" criteria, which means a tax effort equal to, or higher than, the state average.

b. For new programs there should be some state funds for start up expense, specifically for equipment, on a matching basis with the local agency.

c. If, instead of the current $125 per month as instructor reimbursement—a figure unchanged for many years—the state would fund one-half of a teacher's salary at whatever level that would amount to in view of degrees, experience and tenure, local education agencies could absorb more of the extra expense normally arising from vocational programs.

2. An attorney general's opinion has affirmed that under present state legislation, the state can make reimbursement only for full time programs. Regulations limit size of classes according to nature of the programs. There are often more students desiring certain instruction than can be accomodated in one class, with numerical restriction, but not enough for two complete full time classes. We recommend a study to check possibility of reimbursement for a specified overage of applicants.

3. Use of public school facilities and the calendar of school operations has changed little in the long course of time since they were based initially on the agrarian system in America. Other changes have been made in facets of our national life as shifts were made to an industrial nation. In Oklahoma there have been few changes in scheduling except for abolition of the autumn cotton harvest school holidays. Summers remain periods of non-use of school facilities although the basic reasons for that no longer apply. Public concern for greater utilization, including 12 month use on a trimester basis, is ahead of the educational profession, and cannot longer be ignored. Permissive legislation was passed this year for continuous schooling on a district option basis. This would permit summer use of buildings. Class periods would be permissable on a "45 days on, 15 days off" basis. With part of the student body in school in summer there would be more jobs available while vacation times would be staggered at different seasons. This potential change is not yet mandatory. The Council recommends that the respective boards, legislative council and legislature increase and enhance planning efforts and make adjustments to a venerable system for greater public good.

4. There remain some rather isolated areas in the state where distance prohibits local districts from annexing to an area school district. There is a possibility that two or more local districts within a reasonable driving distance of each other, could join to provide more vocational programs by a system of student exchange, using facilities of cooperating schools. Jointly two or more schools might be able to provide programs that neither could manage individually. The Council recommends that the State Department and local districts where census and travel limitations now apply study this matter.

5. The Council recommends that the State Department implement the idea of a regional "trouble shooter," or ombudsman, as liaison with LEA's and the department, to confer with administrators on problems of any nature that arise concerning programs, instead of the present system of single program supervisory personnel. Department specialists in any program areas would be available, upon call, although many problems could be solved or adjudicated by a regional representative knowledgeable about all regulations, requirements and the like, which would greatly improve communication. The function of this position shall be accomplished by utilizing present staff and budgetary allocations.

6. The State Department's curriculum division has made excellent use of advisory committees in crafts, skills, and program subjects, in devising practical and timely curriculum material. The Council recommends that more input be secured in curriculum design from employers and recent student graduates themselves in formation of the state plan for vocational-technical education.

7. The Council reaffirms a recommendation of the 1974 annual report that the legislature provide funds for the additional expense of providing free training at area schools for service veterans. The concept of

free tuition for former service personnel is admirable but in many cases strains tight budgets of area schools since no additional funding was provided as a result of legislation that made this practice an obligation of the schools. The Council recommends that a suitable sum, based on veterans' enrollment history of the past academic year, be sought in the Department's budget, and that the proper legislative committees respond to such request.

8. Current legislation, both state and federal—and state plan provisions that become part of the state's contract with the U. S. Office of Education—are too restrictive on rates of pay and hours of work permitted in work-study programs for vocational students. Justification of both perhaps was proper in beginning of the programs, for economic and student health reasons. Both have shown to be in need of change. Students are more mature than in former years in the two upper high school grades; many students do not engage in work-study programs which would make them better fitted for employment when graduating or leaving high school, because in normal labor markets they can make more money at non-school related jobs that most frequently have no relation to future employment or career desires. The Council recommends that the State Board seek changes at both levels to amend this situation.

COMMENDATIONS

1. The Council desires to commend the State Department's curriculum division for the excellence of its work and for its operation of the nine state regional curriculum center. Ron Meek, Mrs. Ann Benson and their staffs, are cited specifically. It is noted that changes in practical vocational studies occur so rapidly that the old system of formal textbooks is outdated. Textbook publishers require many months lead time to produce a text, while commercial aspects of such publishing demand that a text must have a use life of three years or more to make that publication feasible. Changes today require more rapid revision in almost every vocational field. Not only are Oklahoma prepared curriculum materials used extensively and profitably here, they are in demand by other states.

2. The Council commends the State Board for its affirmative action program and for operating within an acceptable tolerance of its mandated 366 authorized employees. For beginning months of this fiscal year the number of full time equivalent employees has been below the authorization. Relation of the percentage of races represented by Department employees, in contrast to the percentage races bear to the total available civilian work force, are: white, 87.1 percent compared to 90.6 percent; all minorities 12.9 percent, contrasted to 9.4 percent. Ten percent of departmental employees are black whereas they represent 5.3 percent of the civilian work force.

3. The Council commends departmental activity in Education Professions Development, and in particular Dr. Zed DeVaughan and Arch Alexander, for the intern-extern-return experiences, for instructional and administrative personnel. (A list of current projects may be seen in appendices to this report.)

4. The Council commends the Department for its conduct of four regional meetings in as many areas of the state, for local school administrators. This open panel discussion, seminar type of meeting, was the first such attempt at better liaison between vocational eduation and local systems. Council members participated in the meetings which were quite fruitful. Special recognition is given to Drs. Francis Tuttle and Charles Hopkins. (A digest of comments may be found below.)

5. The Council commends the Oklahoma State Regents for Higher Education for its leadership role in planning, promoting, developing and maintaining a strong post-secondary technical and occupational program in the state; and for its leadership role as the post-secondary 1202 Commission.

REGIONAL MEETINGS WITH SCHOOL ADMINISTRATORS

The State Department of Vocational Technical Education has held a series of regional meetings with school superintendents, in area schools at Claremore, McAlester, Enid and Lawton, seeking better communication and in an attempt to find answers basically to the question:

"How can we find better ways to provide vocational education for more young people who need it and who can profit by it?"

There were other aspects, too, but that question was dominant. All phases were discussed in panel and then summarized. Members of the State Advisory Council on Vocational Education were participants.

Following is a digest of comments at the meetings:

It was apparent that there has been a lack of communication between many school administrators

and the department. Matters of finance, transportation, program approval, requirements of instructors and schools in reports, seemingly are not clear. Program supervisors often talk to instructors only, do not visit heads of schools, which may account for some lack of information. Also, on the human side, an instructor may tell a superintendent "I can't do that—the state department won't let me," while telling a supervisor that he can't do thus and so because the superintendent won't let him.

It was brought out that creation of area schools was never intended to result in many programs being dropped from comprehensive high schools, placing more of a burden on the area school and reducing the number of training slots for potential students.

A need for more work-study slots was mentioned frequently.

A better method of financing was discussed to replace or supplement the standard $2,500 state aid per program and basic $125 per month teacher salary reimbursement. The idea of the state paying one-half each teacher's salary, at whatever level that was, seemed popular. It would rise with increments, tenure, degrees, etc. Matching funds for equipment cost was said to be needed by most districts.

Use of one department person as a regional trouble shooter was suggested. He—or—she would be the ombudsman, the source of general information and liaison, while specialists would be called in for specific needs for more than a casual visit.

Benefits to a small school in Cooperative Vocational Education were pointed out. Many school officials had a lack of information on CVE programs. A consortium of several small districts, or districts outside the mileage area of an area school might jointly provide programs in their own buildings, say by providing different programs and exchanging students. This was of some interest among participants.

Proper supervision of CVE programs to prevent employers exploiting students was pointed out as a need. Also for reasons of placement.

Transfer of learning was seen as a side benefit for any program, whether or not it was taken as a possible career or for more frivolous reasons, auto mechanics was one example.

Limiting area schools to juniors and seniors was seen an necessary since those students are more mature and better able to achieve an entry level skill through training. Under certain conditions, and upon approval, some freshmen or sophomores might be permitted in area schools. Potential dropouts for increased age were one example of ninth and/or tenth graders permitted to take vocational courses.

Some complaint was expressed about the high cost—per student—of vocational agriculture programs. Expense of pickup truck was mentioned frequently.

Different scheduling at home schools and area schools apparently continues to be a problem. Desire to participate in extra curricular programs and athletics appears to be a barrier to more participation at area schools by students.

Some school superintendents evidently were not aware that transportation is a responsibility of the area school.

Mention was made of a need for total evaluation of all vocational education delivery systems.

Need for greater local planning was expressed, with terms like credibility, accountability, continuity, student needs, local manpower needs.

Matching funds for equipment and operation was discussed.

Some administrators felt the need for seminars on planning and management and the philosophy of vocational education.

(A more detailed report of the regional meetings is available upon request to the council office.)

APPENDIX

Education Professions Development Act

The following Professional Personnel Development Activities were funded for FY '76. There will be 829 persons involved.

	TITLE OF ACTIVITY	AGENCY TO CONDUCT ACTIVITY	NUMBER AND KINDS OF PARTICIPANTS
1.	Intern-Extern-Return Professional Personnel Development Experiences	State Department of Vo-Tech Education	65 Vocational Teachers, Teacher Educators, and State Staff
2.	Innovative Methods of Using Instructional Materials	State Department of Vo-Tech Education	184 Vocational Teachers
3.	Extern Program for Secondary School Administrators	Oklahoma State University	40 Secondary Administrators
4.	Seminar on Administration of Vocational Education Programs	Oklahoma State University	100 Secondary Administrators
5.	Child Care and Development Workshop	Langston University	50 Secondary Vocational Home Economics Teachers
6.	Personnel Exchange Program for Development of Vocational Educators	Central State University	20 Vocational Teachers and 20 Business/Industry Personnel
7.	A Proposal to Establish the Oklahoma Staff Development Institute for Vocational Education	Central State University	200 or more Adult Education Instructors
8.	Pre-Service Education for Teachers New to the Moore-Norman Area Vo-Tech School	Moore-Norman Area Vocational-Technical School	Approximately 35 Moore-Norman Teachers
9.	Teachers Training for Instructors of Adult Students	Tri-County Area Vocational-Technical School	Approximately 45 Adult Education Instructors from Tri-County School District
10.	Seminar on Vocational-Technical Education for Teachers, Counselors, and Administrators	Kiamichi Area Vocational-Technical School	20 teachers, counselors, and administrators from the Kiamichi AVTS district
11.	Serving Students with Academic or Vocational Needs through Staff Development	Western Oklahoma Area Vocational-Technical School	50 teachers, counselors, and administrators from Western Oklahoma AVTS district